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Notes and News

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technic High School,
San Francisco
Iowa, Chas. E. Young, State
University, Iowa City
Kansas, Mabel Duncan, Senior
High School, Arkansas City
Louisiana, L. C. Durel, Tulane
University
Maine, Roy M. Peterson, Uni-
versity of Maine, Orono
Nebraska, Abba Willard Bowen,
Peru State Normal School

New York, Charles H. Holz-
warth, West High, Rochester
Ohio, E. B. de Sauzé, Director
of Modern Languages, Clevel-
land
Oklahoma, Faith Goss, Central
High School, Tulsa
Pennsylvania, Isabelle Bronk,
Swarthmore College,
Swarthmore
South Dakota, Caroline Dean,
Yankton
Washington, Grace I. Liddell,
Lincoln High School, Tacoma
Wisconsin, B. Q. Morgan, Uni-
versity of Wisconsin, Madison

M. L. T. ANNUAL MEETING CANCELLED

Notice is hereby given that owing to the proximity of the date of the M. L. A. Meeting at Columbus, Ohio, to that of the usual annual meeting of the Association of Modern Language Teachers of the Central West and South, the Executive Council has voted to cancel this year's meeting.

C. H. HANDSCHIN,
Secretary, M.L.T.

IN RE TRANSLATION

Of the discussion of methods there is no end, and properly so, for only thus is truth sifted out and progress made. While all will admit that the direct method has accomplished much in the way of injecting life and variety into foreign language teaching and study, it is evident that some teachers do not accept all its tenets without a struggle. An article by Professor John Hill in "Hispania" for November, 1919, entitled, "Translation vs. Oral Practice: the Students' Attitude," shows that those on whom we practise our theories feel that there is good in both forms of exercise. A sentence in Professor Hill's article has inspired this contribution. "Here (in desiring both translation and oral practice) we get a saneness of viewpoint that is wholly commendable, and

one that may well give pause to the headlong direct method advocates, if with them the desires of the students count for anything." In the "Modern Language Journal" for the same month an article by Francis M. Froelicher criticizes the program of French studies for elementary and secondary pupils drawn up by members of the staff of the University of Chicago High School because it overemphasizes speaking, a form of oral practice.

These two articles are significant to readers of the "Journal" who recall an article, "In Defense of Translation," written by Professor B. Q. Morgan for the issue for April, 1917. This article was a development of a brief note in the "Bulletin" of Wisconsin for January, 1917, in which Professor Morgan stated seven points in favor of translation, and called upon advocates of the direct method to define "minimum" in their often used phrase, "translation reduced to a minimum."

A reply to this note was made by Dr. Carl A. Krause in the "Bulletin" for April, 1917. Dr. Krause denounces translation as a regular class exercise, says that "minimum" does not need to be defined, and concludes: "I do not grant Morgan the correctness of any of his seven theses, but protest them, each and all, as unproved assumptions."

A categorical statement that a man's views are false does not prove anything except a difference of opinion. As Professor Morgan amplified and defended his points, in spite of the fact that his critic's views may be expressed elsewhere in his writings, the burden of disproof of these particular points rested on Dr. Krause and still rests on him. It is apparent that the champions of "minimum," whatever this term may signify, have not, to quote Professor Morgan again, "nearly cut the throat of translation." At least, it is a corpse that declines to stay in its grave.

C. E. Y.

The Department of Romance Languages of the State University of Iowa is sending invitations to the French and Spanish teachers of the state to a conference to be held in Iowa City March 26, 27. The program will be in two parts, one general or social and the other professional. The first part will contain such numbers as addresses by a noted Frenchman, illustrated lectures on France in peace and war and the hospitality of the faculty clubs. The second part will be composed of presentations and discussions of various teaching problems.

Director Collins of the Middlebury College (Vt.) summer sessions writes: "President Poincaré of the French Republic has granted two medals in recognition of the distinctive work of the French School of the Summer Session of Middlebury College.

One of these medals is to be conferred upon the student accomplishing the best work in French Literature and the other will be given for the best work in Commercial and Industrial Geography of France and her Colonies. The details of the plan under which the awards will be made will be worked out by Professor H. P. Williamson de Visme, Dean of the French School, and Dr. G. de la Jarrie, representative of the French Government, will be submitted for the approval of President Thomas, and announced later by me."

The French Ministry of Public Instruction had conferred on Professor Casimir D. Zdanowicz of Randolph Macon Womans' College, Lynchburg, Va. the "Palmes académiques," and made him an "Officier d'académie" in appreciation of services rendered as Professor of English at the "Centre de Préparation" at Metz last year, when he was teaching under the auspices of the "Foyers du Soldat". This is an indication of the appreciation of French authorities for the work done by American teachers over there.

Several Arkansas schools are finding the French Club a useful adjunct to class room work. Henderson Brown College has a fine French Club, full of enthusiasm. The High Schools of Van Buren and Fort Smith report flourishing organizations. At Fort Smith, Le Cercle Français numbers sixty members. The Club boasts of several talented members, one of whom writes original poems in French, another writes original short stories, illustrated Dialogues, short French plays, sometimes a debate in French.—All keep up the interest and give practical training in actual use of the language. Current events form an important feature of the programs and short stories of the war such are found in *La France héroïque*.

FOREIGN LANGUAGE IN THE HIGH SCHOOLS OF WISCONSIN

Interesting figures on the language situation in various schools and colleges have already appeared in the Journal, but so far no one has attempted the study of an entire state, including large and small schools. The following figures have been compiled from the reports of high school principals dated October 1916 and 1919 respectively. No guarantee can be given of the accuracy of the figures in detail, but it is not believed that minor errors, if any have occurred, can invalidate the general conclusions which the figures compel. The seriousness of the situation becomes still more apparent when the language enrollment is related to the total school enrollment—a feature which has hitherto largely been overlooked in similar comparisons.

The study includes 305 public high schools of the state, inspected and accredited by university men. In the year 1916 the

language distribution was: German only, 139; Latin and German, 103; no language, 47; scattering, 17. In the fall of 1919: Latin only 77; Latin and French, 53; scattering, 43; no language, 135. The total student enrollment of these schools was 45,773 in 1916, 52,098 in 1919, a gain of 14 percent.

The total foreign language enrollment for the two years was 16,472 and 12,500 respectively, an absolute drop of 24 percent. But as we have seen, the total number of pupils increased 14 percent; hence the language enrollment for 1919, to keep pace with the growth of the schools, should have been 18,700. Thus there is a relative loss of 33 percent in foreign language study since 1916. It will be of interest to analyze these figures still further.

We may distinguish five groups of schools with respect to the language situation. In the first place, there are the schools which offered no language in 1916 and offer none now. These are all small schools. Second, there are 33 schools in which the language enrollment has increased both absolutely and relatively; about 16 percent of the total number of schools. Third, no less than 89 high schools have dropped foreign language since 1916, an aggregate loss of 1,746 pupils. These were however largely small schools, totalling 5,398 pupils in 1916, 5,959 in 1919. Fourth, 21 schools which increased their absolute enrollment in foreign language (5 had the same number of pupils in the two years, and in one case the figure was not given) showed a relative loss; these schools had a total enrollment of 4,788 and 6,034, a language enrollment of 1,826 and 1,935. Finally, 116 schools registered an absolute drop in language pupils, from 11,483 in 1916 to 8,082 in 1919. This group includes nearly all the large high schools in the state, with total enrollments of 26,527 and 29,816 in the two years. If we add the pupils in the last three groups of schools, we get a total of 36,713 and 41,809; in each year this total represents 80 percent of the total for the state. The total language enrollment in these schools dropped from 15,055 to 10,016, 33.5 percent. But the relative drop, in view of the increase in total pupils, is 41.6 percent. In other words, 72.5 percent of the public high schools in Wisconsin, enrolling 80 percent of our high school youth, are teaching less than three-fifths of the foreign language that they taught three years ago.

Educators uniformly interpret these figures substantially as follows: Wisconsin is a largely German state, and where one modern language was to be taught, as was the case in very many of our high schools, that language would naturally be German. Now that German has been thrown out (only 21 high schools are teaching German this year), Latin has increased, Spanish has been introduced, and French has leaped to the fore; but the total increases in those subjects fall far short of making up the losses in German. Nor do most observers believe that French and Spanish,

in a state like Wisconsin, can ever take the place that German formerly occupied. The result is a severe blow to the study of foreign language as such.

GERMAN GRADUALLY RECOVERING IN COLLEGES

The following figures, as collected for the first semester of the current year, show a healthy growth in the study of German in institutions belonging to the Association of American Universities. Figures for Harvard include Radcliffe College, as the teaching there is done by the Harvard staff. The total absolute increase over 1918 is 32 percent.

	Full teaching positions	Total hours instruc- tion	Beginners this term	Graduate majors	Total students	Total 1918 2d quarter
California.....	6½	68	143	15	373	315
Chicago.....	8	80	84	8	201	95
Cornell.....	4	52	53	3	251	101
Harvard.....	10	157	542	2	833	512
Illinois.....	6	58	96	1	300	200
Indiana.....	2	23	24	0	69	59
Iowa.....	2	36	71	1	229	144
Johns Hopkins..	4	27	11	4	58	64
Kansas.....	3½	46	62	3	135	121
Michigan.....	6	82	103	1	553	285
Minnesota.....	8	99	149	8	571	313
Missouri.....	2	28	70	1	112	55
Nebraska.....	1½	16	56	0	124	37
Northwestern...	3½	39	59	0	270	72
Ohio State.....	4	50	79	0	208	88
Pennsylvania...	9	114	18	5	882	915
Princeton.....	3	45	20	1	192	97
Stanford.....	5	60	92	3	254	121
Virginia.....	1	12	47	0	91
Wisconsin.....	6½	80	69	11	415	264
Yale.....	5	66	69	3	365	200
					6,436	4,858

The M.L.A. of Southern California will resume the publication of its Modern Language Bulletin. Carleton Ames Wheeler, Supervisor of Modern Languages of Los Angeles will be the editor and he will be assisted by A. B. Forster of Hollywood High School.

Señor V. Blasco Ibáñez lectured on the evening of Jan. 31 before the pupils and teachers of the Los Angeles schools under the auspices of the local chapter of the American Association of Teachers of Spanish.

Four committees of teachers in the Los Angeles schools are at work examining new texts in French and Spanish preparatory to

making up the lists for 1920-21. These committees are headed by the Supervisor of Modern Languages and by Misses Emma L. Simpson, Alice M. Hindson, Louisa W. Hutchison, and Mr. Geo. W. H. Shield.

A list of some 19 grammars, 17 readers, 17 "classics," and 11 other books (phonetic readers, verb tables, song collections, etc.) is to be examined for French. For Spanish 9 grammars, 16 readers, 10 "classics," and 2 others are proposed for consideration. Each committee is to meet five times at intervals of a week, and will study also the titles of the existing approved list with the aim of determining which of these are to be retained. Such a procedure should insure satisfactory results.

Dr. John C. Ransmeier of Tulane has left Louisiana as a result of the State law which forbids the teaching of German in our State. It is hoped that the Legislature will permit at its next meeting in May, the teaching of German, in our Universities at least. Miss Noelle Hart, State Chairman of the Modern Language Section of the State Teachers Association has left the State and is now teaching French at the University of Texas.

Romance languages are in great demand but the supply of teachers is inadequate, due to the fact that salaries in Louisiana seem to be the lowest paid. Tulane University has decided to recognize a fourth unit in French thereby putting that language on the same basis as the classical languages. Newcomb college is to extend its Spanish Department greatly. Plans are on foot to offer full four year courses in French and Spanish in all New Orleans High Schools. A Group of Romance language teachers is being formed by the New Orleans teachers.

Financial conditions have produced a third postponement of the Annual meeting of the Louisiana State Teachers Association and so Modern Language teachers will miss the yearly gathering which has been productive of much good.

The language situation is unfavorable, even in French and Spanish because of large registration and no adequate teachers available at the salaries being offered. In Tulane, with two hundred taking Freshman French, there are no students in the training courses for teachers of that subject.

Hispania for February publishes an announcement by the Hispanic American Relations committee of the University of California of the arrangements that have been made with the Chilean government for the establishment of several exchange professorships with the United States. As many as four professors may go from us at a given time, in which case there is to be a representative each of a university, of a technical school, of secondary schools, and of elementary schools. The Chilean government has

provided money for paying the teachers who come north and the delegates from us are to be paid by their respective institutions. Appointees must speak Spanish. The Chilean school year runs from March to December. The appointees for 1920 are Dr. Chas. E. Chapman, Associate Professor of Spanish-American history, University of California and E. M. Gregory, teacher of Spanish in the Polytechnic High School, San Francisco. The letter is signed by the chairman and the secretary of the committee, C. E. Chapman and H. I. Priestley, both of the University of California.

In the same number we read that new associate editors of *Hispania* were elected at the Christmas meeting of the A.A.T.S., as follows: Professors Onis of Columbia and Schulz of South California, Dr. Coester of Stanford, Messrs. Mercado of the Commercial High School, Brooklyn, and Donlan of the High School of Commerce, Boston. Mr. Mercado takes the place of Mr. P. B. Burnet and Mr. Donlan of Mr. Joel Hatheway, both of whom had resigned.

The President of the Association, Mr. L. A. Wilkins, announced in his address that arrangements had been made with the University of Porto Rico for a vacation school of Spanish, July 5-Aug. 13, 1920 at Rio Piedras, which place is said to have an excellent summer climate, and that the Costa Rican government proposes to make similar arrangements in San José if encouraged to do so. The expense of a summer in Costa Rica is estimated at \$500 as a generous allowance. Persons interested in the Porto Rican school should communicate with the Bureau of Insular Affairs at Washington.

Several changes have occurred in the modern language Faculty of the University of Maine. Dr. J. B. Segall, who spent last year in Washington and Europe as a representative of the Food Administration, has returned as Professor of French. Dr. R. R. Drummond, formerly Assistant Professor of German, has been promoted to a professorship in that language. New instructors in Spanish are W. I. Crowley and Miss Alta I. Carswell. The department of Spanish has the largest registration among the languages while French is a close second. Instruction in German, which was suspended during the war, has been resumed with a satisfactory enrollment.

A correspondent writes from Texas:

I have been particularly interested in your "editorial" in the January number about the quality of school work—comforted at little also. I had felt that the condition here (a very aggravated one) was due largely to the class of pupils naturally found in such a school as ours, a private school for boys. It would seem not

entirely so. Moreover, I can assure your correspondent that beginning pupils are not the only ones who cause trouble. Seniors are showing as little mental energy, or ability, here this year as the lower classmen. Similar to the report of your quoted correspondent, we have not only "linguistic morons," but mathematical, scientific, and historical specimens also in great number.

Certainly in our case the condition is not due to overcrowded classes. All my colleagues whom I have consulted have expressed themselves with a note of discouragement. One thoughtful teacher suggests as a reason the ever increasing distractions of one kind or another in the home life of the pupils. Another sees the condition as the inevitable result of the present tendency to "make things easy" for the pupils. My idea is that the schools are being filled up with the kind of material that formerly went to work after discovering in the grades that they were not fitted for an education. Now they are persuaded to go to high school—and to college. And I suppose the colleges could make a similar complaint—that many are trying to do college work who do not have college ability. If my information is not faulty, our State University lost about 10% of its enrollment at the end of the fall term through failures—and without a doubt it is much better off, unless there has been a considerable enrollment of similar quality since Christmas. Our idea that anyone who can be dragged into school can be given an education is absurd. Some have been so successfully inoculated against an education (in the commonly accepted sense) that no amount of exposure would ever appreciably weaken their constitutional resistance.

We have in effect here a plan of biweekly examinations. A student failing in a subject on one of these tests, in order to stay in the class, must pass an examination on the same material within a week and a half. Presumably he has studied by himself or has been tutored before making the second trial. In the period between September and December I gave 259 pupil tests to 71 pupils. Nearly 30% of the 259 resulted in failures. Over 60% of the 71 failed on one or more tests. On second trial somewhat less than 25% passed, and nearly 33% made lower grades than they had made the first time! Why? I am sure only one reason occurs to me—the "moral fibre" of a considerable percentage of our pupil enrollment is not fibre at all—it is adipose tissue.

T. A. F.

The American Association of Teachers of Spanish has accepted the invitation of the Chicago Chapter to hold its next annual meeting in that city late in December 1920. The exact date and further details will be announced later.

The Bulletin of High Points of the New York High Schools for December tells of the excellent work undertaken by the French

department of the Morris High School in organizing the task of collecting garments for the children of the devastated regions of the north of France. Nine large cases of garments and toys, used and new, were gathered and shipped with the co-operation of the French Mission.

This periodical announces also that the Union Française of the Institut Français aux Etats-Unis is offering medals for excellence in French to students in high schools of the city, holders of which will have free entry to the Museum of French Art, 599 Fifth Ave., and to all lectures given by the Institut.

The Bulletin's account of a talk by Miss Davis of the Metropolitan Museum on the materials to be found in the Museum that would be of service in teaching the life and customs of France and Spain, accompanied by an exhibit of representative slides, is suggestive of what may be done in other cities that have museums of art.

It announces, too, the formation of an Association of French Teachers of New York City, gives lists of students and teachers in Cuba, Costa Rica, and Buenos Aires who would be glad to exchange letters with American pupils, and mentions the traveling exhibits of French and Spanish material now being prepared under the auspices of the French Teachers Association and the N. Y. Chapter of the Association of Teachers of Spanish.

The regular meeting of the Chicago Society of Romance Teachers took place at the Maison Française of the University of Chicago, Jan. 31. President De Salvio of Northwestern presided and introduced the speaker, Professor E. H. Wilkins of the University of Chicago, who presented the claims of Italian to the interest and attention of American teachers and students of language. The speaker maintained that in view of Italy's evident and valuable contributions to the world's achievement and culture, in the past and in the present, the language and literature of that country should have a larger place in our program of studies. This Society in now in its fourth year, and, in conjunction with the recently formed Chapter of the Association of Spanish Teachers, brings the teachers of Romance languages in the city in closer relation than in the past.

The New York Times of Jan. 31 announced the appointment to the Gebhard Professorship of German in Columbia University of Robert Herndon Fife of Wesleyan University, in succession to the late Calvin Thomas. Professor Fife did his undergraduate work at the University of Virginia, his graduate work at Goettingen and Leipsic, and taught at Western Reserve and the University of Virginia before going to Wesleyan. Readers of the

Journal will recall that he was one of the strong advocates of the formation of the National Federation of Modern Language Teachers, which came into being last year. He has been President of the New England M.L.A., and is chairman of the Connecticut State Board of Charities.

A more careful analysis of the fragmentary statistics in the January issue of the Journal would seem to indicate that the registration in modern foreign languages is about holding its own. For ten high schools the registration in 1914 was 9,591; in 1919, 11,537—an absolute gain of 1,946. For eight higher institutions the registration was 11,606 in 1917; in 1919, 14,430—an absolute gain of 2,824. The percentage of gain is about 23% for the schools from which we have reports, and something over 24% for the other institutions. If an estimate of 20% normal increase in the growth of High School registration and of 30% in the growth of the registration in higher institutions be approximately correct, the language classes have about held their own on the basis of the Journal's returns. However, it is clear that these are but fragmentary.

At the University of Chicago the registration in modern foreign languages was 884 for the Winter Quarter of 1917, and is 1,028 for the Winter Quarter of 1920, or an increase of less than 20%.

The paper of Professor T. L. Kelley of Teachers' College before the recent N. Y. State M.L.A. seems to indicate that experiments with pre-determination tests have not up to the present yielded very convincing results, as it is not clear whether the tests have done more than throw light on the general intelligence of the pupil, rather than on specific ability in learning languages.

The following summary of another paper given at the same meeting furnishes food for thought. Many of the speaker's remarks have a very familiar sound. He is evidently one of those to whom the word "reorganize" has a certain magic quality, as it seemed to have to many persons in high administrative positions of all sorts during the war. Those of us who have been frequenting modern language class rooms would diagnose the difficulties somewhat differently, and would say that to adopt the principles which he advocates and to proceed to act on them generally would be one of the most difficult things in the teaching world and would lead to poorer results than we get now. It is doubtful if the general public or we language teachers—at any rate those amongst us who are most vocal in demanding new things—realize how lacking in the necessary equipment for carrying out any such program are too many of our teachers of modern foreign languages, and how the situation grows daily more acute under present circumstances. The case of the young teacher giving instruction by the

direct method in a foreign language after only a few months of study, and using all her verbs in the infinitive, is extreme, but it is more distressing than amusing. It is much harder for American teachers to get satisfactory training for teaching modern foreign languages than for any other subject. Such training demands more time and money. It would seem that it is only reasonable for school boards to recognize this in some substantial way.

But it is time to yield the floor to Dean T. M. Balliet of New York University, who, according to our correspondent, spoke about as follows:

Dean Balliet assured us that French is not a hard language to speak since even the feeble-minded of France speak French. Why then should not our pupils learn to speak it? The motive of language study should not be mental discipline. The value of anything is determined by what it does for those who like it. We should not train our pupils to the end of reading the classical literature of the foreign nation, for they don't read our own classic literature. The vocational aim should receive greater emphasis. We should get the everyday language. The importance of a knowledge of French and German for professional men was emphasized. Few pupils should take up French and German and by far fewer Latin. We should sift out the poor students after a few weeks. It is important to bear in mind that the average pupil doesn't have the same sort of a mind as the professor who plans the course. Courses and schools should be reorganized to fit all kinds of minds, to give everyone a chance. For all who intend to enter professions or sciences there should be a six years modern language course. The direct method is the only practical method; we should teach only enough grammar to enable the pupil to read and speak. During the first year the pupil's ear should be trained by hearing the language constantly but he should not be required to answer in the foreign language himself, for psychology teaches us that the auditory sense center controls the speech center, which makes it necessary to develop the auditory center first. Let us get fluency before grammatical correctness. The latter comes with practice. The teacher inhibits fluency by constant correction. The value of language instruction lies in the use one makes of it. Too many have wasted their time because they never make any use of the language they studied. Children should get culture by reading the masterpieces of ancient and modern literature in English translation.

The Alliance Française of Cincinnati is offering membership cards to pupils from the high schools of the city and vicinity who attain the highest averages (at least ninety per cent.) in their classes for the complete course. The following pupils have been awarded these cards for 1919-20:

Cincinnati; Hughes, Gaylord Merriman; Woodward, A. E. Ernest; Walnut Hills, Miss Emma Freericks; Madisonville H. S., Richard Crosset; Norward H. S., Gordon Hattersley. Other Schools: Wyoming, Herbert Lape; University School, Lucille Yungblut; College Preparatory, Marian Hayward; Sacred Heart Academy, Melva Walburg; Covington H. S., Edna Miller.

The Modern Language Press of Milwaukee announces two French "table games": a *Jeu de Vocabulaire* and a *Jeu de Verbes*, intended for clubs and conversation groups.

Vincente Blasco-Ibáñez spoke before the San Francisco Chapter of the Association of Teachers of Spanish at the Public Library on Feb. 7th. He repudiated the implication in the phrase often heard that "Spanish is of some use as a commercial language" and pointed out the many excellent contributions of Spaniards to world literature. He also maintained that Spain is not merely a territory of Western Europe, but that the Spanish spirit unites all the Spanish-speaking countries.

The French department in the Oakland (Cal.) High School is endeavoring to carry over language interests into practical activities. Members of the classes visit poor French families and take needed food and clothing to them. The school is supporting four orphans in France, and has raised money for this purpose by giving a French entertainment, including a "cabaret dance."

The officers of the Association Française of San Francisco are E. J. Dupuy, Girls' High School, president; Mrs. Belle Bickford, Oakland High School, secretary.

A year or so ago the legislature of Nebraska passed the "Mockett law," providing that no foreign language may be taught below the ninth grades. This of course excludes even Latin from junior high schools, until the last year. Strong pressure is being brought to bear upon the constitutional convention now in session, to achieve the incorporation of this measure in the new constitution.

Another evidence of the present-day distrust of any living tongue but "American" is the fact that in a majority of Nebraska high schools Latin is the only foreign language now offered. In Omaha and Lincoln, however, the French and Spanish departments are flourishing in the various high schools. French has the greater number as yet; but in February, 1920, the Lincoln registration in beginning Spanish equalled that in beginning French; and Lincoln notes a steadily increasing demand for Spanish.

Teachers' salaries in Nebraska will average 25% higher next year than at present. Administrative boards, from the university down to the rural school, are voting substantial increases. Lincoln

citizens have just ratified at the polls the board's proposal to add \$400.00 to the yearly salary of every teacher—effective at once. Action of this sort will help to fill the six or seven hundred school rooms vacant at present.

An interesting result of the new system of teaching languages introduced into the Cleveland schools last year is the considerable lessening of the percentage of failures. It was reduced from as high as thirty-five per cent to as low as three or four per cent, in spite of the fact that during that time the popularity of French and Spanish brought into the classes more students and quite a few of less high intellectual average. This is due, the teachers say, to the oral drill which enables the student to visualize more vividly and to master more readily. Another contributing feature is that the fundamental principles of the language studied have been taken more slowly and one at a time; as long as one week is spent on one main point of grammar in order to achieve complete mastery of it before proceeding to the next point. Teachers found also that results improved with the interest that the student took in France, Spain and South America through an exchange of correspondence with French, Spanish or South American students. These results have just been measured from a series of standardized tests that were given from the office of the director of foreign languages to all the modern language classes.

Various exhibits showing the importance and the value, cultural and practical, of modern languages are going to be shown to the visitors at the N. E. A. convention to be held in Cleveland at the end of February. There will be classes to demonstrate an efficient method of teaching French and Spanish and the feasibility of eliminating English from all modern language classes.

The Journal has received a communication from the National Security League announcing its support of the movement for increased pay for teachers as a part of its "Square Deal" platform of the League. This important question is being widely agitated just now. It is to be sincerely hoped that what seems to be a favorable attitude on the part of the general public will not be unproductive of results. However we have epidemics of interest in good causes, and too often no better results than are found in the wake of most epidemics.

A member of the editorial board writes: "I'm trying for more Notes and News but it is hard to scratch them up. Every one wants them but no one will send them in!" If we were to place a profound saying under each caption in the Journal after the manner of a novel of the Romantic period, the last sentence of this

quotation would long remain under the caption that heads this department. The managing editor was quite bowled over recently by the receipt of two unsolicited offers from loyal friends to take on the duties of correspondents from two important states, and rejoiced at the thought of soon seeing his flag aglow with all its forty-eight stars. Who knows what next week's mail may bring in?

Among forthcoming articles are: Fulminations of a College Professor, by S. M. Waxman; Good and Bad Reasons for Studying Modern Languages, by the late Calvin Thomas; Results of Correspondence with French Pupils, by Wilhelmina Mohr; The New French University by Elizabeth Wallace; Collecting Data on Modern Language Teaching, by John Van Horne; The Real Knowledge of a Foreign Country, by L. L. Stroebe (*continued*); The Boston authorized List of Modern Language Text Books by Joel Hatheway.

We learn that Professor E. C. Hills of Indiana University has recently received the honor of being made a corresponding member of the Royal Spanish Academy.